

Carolina Forest Middle

700 Gardner Lacy Rd.
Myrtle Beach, S. C. 29579

Grades	6-8 Middle School	
Enrollment	1,351 Students	
Principal	Cynthia V. Thibodeau	843-903-7540
Superintendent	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	4	27	16	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Below Average	No
2006	Average	Unsatisfactory	No

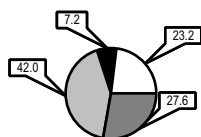
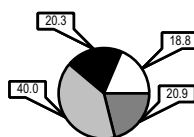
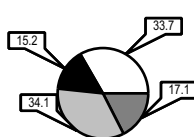
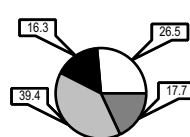
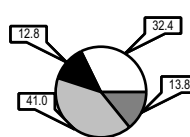
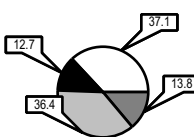
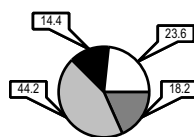
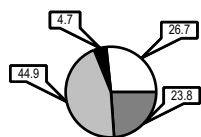
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

88.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	99.5	97.5
English 1	N/A	89.7
Biology 1/Applied Biology 2	N/A	55.5
Physical Science	N/A	41.8
All Subjects	99.5	93.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,380	98.9	22.6	42.4	27.8	7.2	45.4	Yes	Yes
Gender									
Male	720	98.9	28.1	43.9	23.8	4.2	36.5	N/A	N/A
Female	660	98.9	16.7	40.7	32.2	10.4	54.9	N/A	N/A
Racial/Ethnic Group									
White	1,021	99.4	17.1	43.1	31.5	8.2	50.8	Yes	Yes
African American	223	97.8	46.3	41.1	11.6	1.1	21.6	No	Yes
Asian/Pacific Islander	31	96.8	10.0	30.0	36.7	23.3	63.3	I/S	I/S
Hispanic	67	97.0	42.6	42.6	11.1	3.7	22.2	No	Yes
American Indian/Alaskan	22	95.5	25.0	35.0	35.0	5.0	40.0	I/S	I/S
Disability Status									
Not Disabled	1,171	99.1	15.4	44.3	31.9	8.5	51.9	N/A	N/A
Disabled	209	97.6	64.8	31.3	3.9	0.0	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,380	98.9	22.6	42.4	27.8	7.2	45.4	N/A	N/A
English Proficiency									
Limited English Proficient	36	97.2	66.7	29.2	4.2	0.0	12.5	I/S	I/S
Non-Limited English Proficient	1,344	99.0	21.7	42.6	28.3	7.4	46.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	658	98.5	34.9	41.8	20.7	2.7	32.2	Yes	Yes
Full-pay meals	708	99.6	12.1	42.9	33.9	11.1	56.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	1,380	99.1	17.9	40.4	21.2	20.5	55.7	Yes	Yes
Gender									
Male	720	99.2	21.6	35.2	23.1	20.2	56.6	N/A	N/A
Female	660	98.9	14.0	46.0	19.1	20.9	54.8	N/A	N/A
Racial/Ethnic Group									
White	1,021	99.3	13.8	39.2	23.4	23.6	62.1	Yes	Yes
African American	223	98.7	38.2	47.6	11.5	2.6	25.1	No	Yes
Asian/Pacific Islander	31	96.8	16.7	13.3	16.7	53.3	73.3	I/S	I/S
Hispanic	67	98.5	23.6	40.0	25.5	10.9	47.3	Yes	Yes
American Indian/Alaskan	22	95.5	15.0	55.0	10.0	20.0	40.0	I/S	I/S
Disability Status									
Not Disabled	1,171	99.3	10.5	41.5	24.1	23.9	63.4	N/A	N/A
Disabled	209	97.6	61.5	34.1	3.9	0.6	10.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,380	99.1	17.9	40.4	21.2	20.5	55.7	N/A	N/A
English Proficiency									
Limited English Proficient	36	100.0	32.0	52.0	8.0	8.0	28.0	I/S	I/S
Non-Limited English Proficient	1,344	99.0	17.6	40.1	21.4	20.8	56.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	658	98.9	27.9	43.7	16.6	11.8	42.0	Yes	Yes
Full-pay meals	708	99.4	9.5	37.5	25.1	27.9	67.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,379	99.1	33.1	34.4	17.2	15.3	32.5
Gender							
Male	719	99.4	32.8	31.0	18.1	18.1	36.2
Female	660	98.6	33.4	38.0	16.2	12.3	28.5
Racial/Ethnic Group							
White	1,021	99.2	26.4	36.0	19.7	17.9	37.6
African American	223	99.6	64.2	27.5	7.3	1.0	8.3
Asian/Pacific Islander	31	96.8	20.0	16.7	6.7	56.7	63.3
Hispanic	67	97.0	45.5	36.4	14.5	3.6	18.2
American Indian/Alaskan	21	95.2	36.8	36.8	10.5	15.8	26.3
Disability Status							
Not Disabled	1,171	99.1	26.1	36.9	19.5	17.5	37.0
Disabled	208	99.0	73.6	19.8	3.8	2.7	6.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,379	99.1	33.1	34.4	17.2	15.3	32.5
English Proficiency							
Limited English Proficient	36	97.2	66.7	25.0	8.3	0.0	8.3
Non-Limited English Proficient	1,343	99.1	32.4	34.6	17.4	15.6	33.0
Socio-Economic Status							
Subsidized meals	657	99.1	48.4	31.9	10.2	9.5	19.7
Full-pay meals	708	99.3	20.0	36.5	23.2	20.3	43.5

Social Studies							
All Students	1,380	99.0	25.8	39.9	17.8	16.5	34.3
Gender							
Male	720	99.2	24.5	37.0	19.2	19.2	38.4
Female	660	98.8	27.2	43.0	16.4	13.5	29.8
Racial/Ethnic Group							
White	1,021	99.3	21.6	40.0	20.0	18.4	38.4
African American	223	98.7	47.1	41.4	8.4	3.1	11.5
Asian/Pacific Islander	31	96.8	10.0	23.3	23.3	43.3	66.7
Hispanic	67	97.0	29.1	47.3	10.9	12.7	23.6
American Indian/Alaskan	22	95.5	40.0	25.0	20.0	15.0	35.0
Disability Status							
Not Disabled	1,171	99.1	20.6	40.8	19.7	18.9	38.6
Disabled	209	98.6	56.0	34.6	7.1	2.2	9.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,380	99.0	25.8	39.9	17.8	16.5	34.3
English Proficiency							
Limited English Proficient	36	97.2	37.5	50.0	4.2	8.3	12.5
Non-Limited English Proficient	1,344	99.0	25.6	39.7	18.1	16.6	34.7
Socio-Economic Status							
Subsidized meals	658	98.8	35.8	41.1	13.1	10.1	23.1
Full-pay meals	708	99.4	17.3	38.9	21.9	21.9	43.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	99.8	27.8	36.0	26.5	9.8	36.2
	7	466	99.6	17.5	51.6	27.6	3.3	30.8
	8	410	99.3	16.6	44.0	30.0	9.4	39.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	422	99.3	24.1	30.7	31.7	13.5	45.2
	7	463	99.1	22.5	42.8	30.1	4.6	34.7
	8	495	98.4	21.3	51.9	22.5	4.3	26.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	99.8	14.5	32.2	29.8	23.5	53.3
	7	466	99.8	16.1	40.4	21.0	22.4	43.5
	8	410	99.0	19.9	41.9	24.5	13.7	38.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	422	99.3	15.3	28.6	27.8	28.3	56.1
	7	463	99.1	15.7	41.9	20.1	22.3	42.4
	8	495	98.8	22.1	49.0	16.6	12.3	28.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	99.5	38.9	31.0	13.0	17.2	30.2
	7	466	99.8	32.7	37.6	16.6	13.1	29.7
	8	410	99.0	26.1	41.4	13.4	19.1	32.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	422	99.8	37.4	32.9	17.4	12.4	29.7
	7	463	99.4	37.2	28.6	18.3	15.9	34.2
	8	494	98.2	25.7	41.0	16.0	17.3	33.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	100.0	25.1	35.9	17.4	21.6	39.1
	7	466	99.4	34.3	42.5	11.9	11.2	23.1
	8	410	99.0	18.0	46.0	20.7	15.3	36.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	422	99.8	22.9	33.2	20.8	23.2	43.9
	7	463	99.4	30.8	39.9	12.2	17.1	29.3
	8	495	98.0	23.6	45.7	20.5	10.1	30.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,351)				
Students enrolled in high school credit courses (grades 7 & 8)	68.8%	Up from 39.7%	19.9%	16.7%
Retention rate	1.0%	Down from 2.2%	2.7%	2.5%
Attendance rate	95.6%	Down from 96.0%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 2.9%	0.8%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Down from 3.0%	1.4%	1.0%
Eligible for gifted and talented	19.4%	Down from 24.6%	21.1%	15.6%
On academic plans	36.0%	N/AV	34.8%	39.9%
On academic probation	0.0%	N/AV	0.3%	0.7%
With disabilities other than speech	13.2%	Down from 14.3%	12.7%	12.4%
Older than usual for grade	2.6%	Up from 2.0%	4.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.2%	Up from 3.4%	1.0%	0.9%
Annual dropout rate	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 79)				
Teachers with advanced degrees	39.2%	Up from 38.5%	51.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	14.9%	N/A	6.2%	9.1%
Teachers with emergency or provisional certificates	11.8%	Up from 5.0%	5.0%	5.6%
Teachers returning from previous year	88.0%	Up from 85.1%	88.0%	84.6%
Teacher attendance rate	94.4%	Down from 95.1%	94.9%	94.8%
Average teacher salary	\$42,634	Up 2.4%	\$42,755	\$42,267
Prof. development days/teacher	18.8 days	Up from 12.9 days	11.9 days	11.9 days
School				
Principal's years at school	1.0	Down from 8.0	5.0	3.0
Student-teacher ratio in core subjects	25.1 to 1	Down from 25.8 to 1	22.3 to 1	21.1 to 1
Prime instructional time	88.5%	Down from 89.7%	89.7%	89.0%
Dollars spent per pupil*	\$5,890	Up 7.2%	\$5,980	\$6,243
Percent of expenditures for teacher salaries*	60.4%	Down from 64.0%	60.5%	59.8%
Percent of expenditures for instruction*	66.3%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	84.6%	Down from 93.9%	98.9%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school is located in the rapidly developing Carolina Forest areas of Horry County and has approximately 1,300 students with over 75 staff members.

We implemented the following areas of our School improvement Plan during the 2005-2006 school year. We identified students who were not being successful in school, according to PACT and MAP (Measures of Academic Progress) tests, and assigned mentors to assist those students. Individual teachers analyzed the progress of their students on PACT and MAP tests and developed plans to improve classroom instruction based on those test results. Academic assistance classes offered students additional assistance in the areas of math and reading. MAP tests on language arts, reading and math were given two times during the year to provide teachers with data on student progress, enabling teachers to make adjustments in classroom instruction to better meet each student's needs. The Support Triangle was continued, providing students a morning tutoring program, an after-school homework assistance program, and an after-school tutoring program. Student achievement results were used to determine the content of teachers' professional development programs, and "Parent Information Nights" helped promote parent involvement and interest.

The challenges we face as we continuously strive to see that all of our children meet and exceed state standards include adjusting classroom instruction to meet the needs of a very diverse population; increasing the involvement of parents in the education of their children; motivating our middle-school-aged children to strive to do well academically when their interests often drift away from academics at this age level; and training our teachers in teaching the State standards and the accurate and continuous student progress and the mastery of those standards. Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students.

Cynthia V. Thibodeau, 2005-2006 Principal

Dr. Carl Dresden, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	77	403	153
Percent satisfied with learning environment	84.2%	73.0%	82.1%
Percent satisfied with social and physical environment	71.1%	64.4%	69.1%
Percent satisfied with school-home relations	63.2%	81.5%	76.2%

*Only students at the highest middle school grade level at this school and their parents were included.